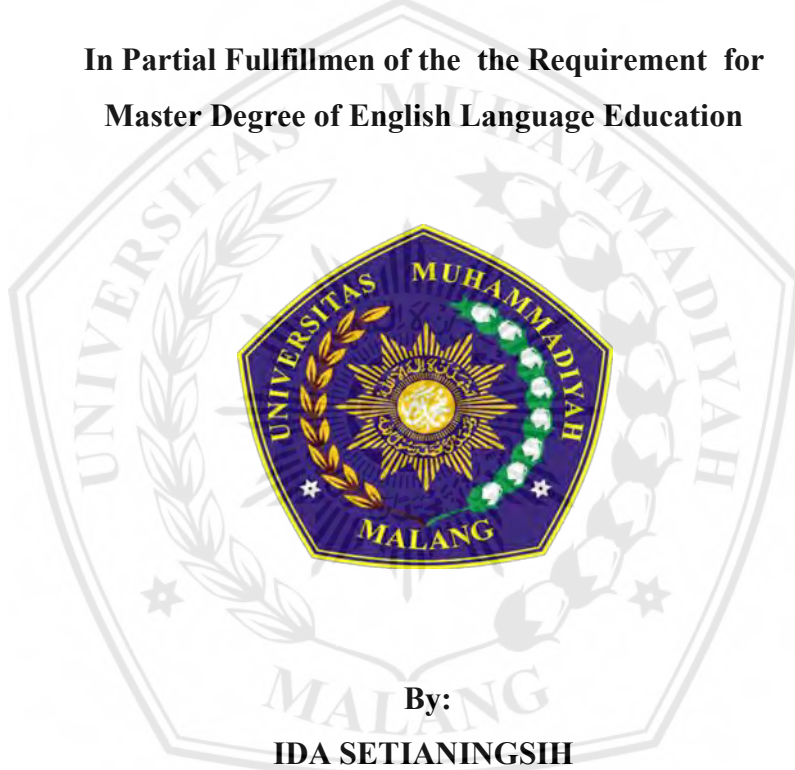


**THE STRATEGY TO ACCOMODATE  
THE STUDENT'S ENGLISH NEEDS IN THE 2013 CURRICULUM  
AT MIN 1 MALANG**

**THESIS**

**In Partial Fullfillmen of the the Requirement for  
Master Degree of English Language Education**



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AUGUST 2019**

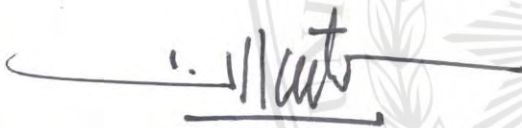
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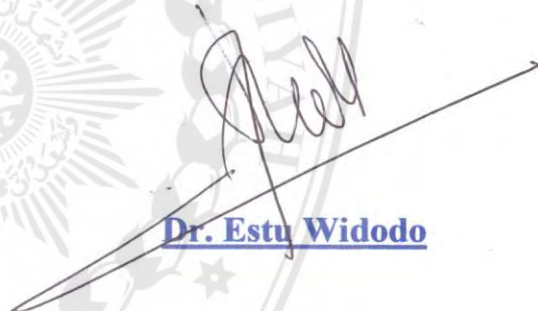
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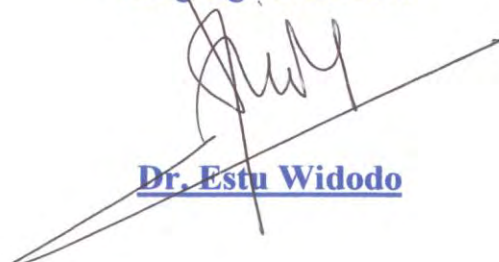
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## LETTER OF STATEMENT

I , the undersigned:

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Hereby , declare that :

1. The thesis entitled : **THE STRATEGY TO ACCOMMODATE THE STUDENT'S ENGLISH NEEDS IN THE 2013 CURRICULUM AT MIN 1 MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the references.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by prevailing law.
3. This thesis can be used for literature review which can be accessed by other freely ( **NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate

Malang, 17 August 2019

The Writer,

  
  
**IDA SETIANINGSIH**

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**GREAT MINDS DISCUSS IDEAS; AVERAGE MINDS DISCUSS EVENTS;  
SMALL MINDS DISCUSS PEOPLE  
( ELEANOR ROOSEVELT)**

**YOU MAY ONLY SUCCEED IF YOU DESIRE SUCCEEDING; YOU MAY  
ONLY FAIL IF YOU DO NOT MIND FAILING  
(PHILIPPOS)**

---

**This thesis is dedicated to :**

- **My beloved parents, Ibu and Bapak, who raised me since I was young**
- **My advisors who encourage me to complete this course**
- **My beloved husband who encourage me to involve in the progress of course, who inspire me to achieve the ultimate achievement**
- **My lovely children , who always give me spirit and happiness while the struggle of studying**

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Finally, this thesis is expected to be useful for the entire readers, and might be used it as the reference for the next researcher to conduct study or develop the similar study related to registers or linguistics study. I am looking forward a critical and input to construct this research.

Malang, 17 August 2019

Researcher

Ida Setianingsih



# **THE STRATEGY TO ACCOMMODATE THE STUDENT'S ENGLISH NEEDS IN THE 2013 CURRICULUM AT MIN 1 MALANG**

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## **ABSTRACT**

In general there are three types of implementation the English subject for elementary in the 2013 curriculum, those are: school without English, school with English without evaluation, and school with English with evaluation. Those differences of implementation is based on the 2013 curriculum which establish English as extra-curricular subject. In the fact, English for elementary is needed to give strong foundation to the higher level of education. Besides, some experts advocate the benefit in learning English in the early age. This study is aimed to answer two research problems : (1) What are the strategies used by the management of MIN 1 Malang in order to accommodate the English needs in the 2013 Curriculum?, and (2) What are the teacher's and instructor's strategies to achieve the goal of teaching and learning at Islamic State Elementary School 1 Malang (MIN 1 Malang). The data were collected through qualitative researchs and the techniques in collecting data were observation, interview, focus group discussion, and document analysis. The researcher revealed four strategies employed by MIN 1 Malang : involving parents to support the program, preparing the environment (teachers, learners, situation), integrating into intracurricular of curriculum, developing into extracurricular. While the strategies used by the teacher and instructors during teaching and learning were through discussing, lecturing and creating fun activities.

Keywords : *Strategy , English needs, 2013 curriculum*

# **STRATEGI UNTUK MENGAKOMODASI KEBUTUHAN BAHASA INGGRIS PELAJAR PADA KURIKULUM 2013 DI MIN 1 MALANG**

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## **ABSTRAK**

Pada umumnya ada tiga tipe penerapan mata pelajaran Bahasa Inggris di SD pada Kurikulum 2013, mereka adalah : sekolah tanpa Bahasa Inggris, sekolah dengan Bahasa Inggris tanpa ada penilaian, dan sekolah dengan Bahasa Inggris disertai penilaian. Perbedaan pada penerapan nya disebabkan pada Kurikulum 2013 disebutkan bahwa Bahasa Inggris adalah mata pelajaran extra-curricular. Pada kenyataannya Bahasa Inggris untuk SD dibutuhkan untuk memberi dasar yang kuat pada level pendidikan di atasnya disamping itu banyak ahli berpendapat tentang keuntungan belajar Bahasa Inggris di usia dini. Penelitian ini bertujuan untuk menjawab dua problem penelitian, yaitu (1) Apakah strategi kepala sekolah dalam mengkomodasi kebutuhan bahasa Inggris pada Kurikulum 2013 di MIN 1 Malang, dan (2) Apakah strategi yang ditempuh guru dan instruktur dalam mencapai tujuan pembelajaran Bahasa Inggris di Madrasah Ibtidaiyah Negeri Malang (MIN 1 Malang). Melalui penelitian kualitatif dan teknik pengumpulan data berupa observasi, wawancara, kelompok grup diskusi, dan analisis dokumen , didapatkan adanya empat strategis yang ditempuh MIN 1 Malang: pelibatan orangtua untuk mendukung program, penyiapan lingkungan (guru, pembelajar, situasi), mengintegrasikan Bahasa Inggris dalam intrakurrikuler pada struktur kurikulum, mengembangkan Bahasa Inggris sebagai ekstrakurikuler. Sementara itu strategi guru dan instruktur dalam kegiatan belajar mengajar adalah melalui diskusi, ceramah, dan mengkreasikan kegiatan yang menyenangkan.

**Kata kunci :** *Strategi , Kebutuhan Bahasa Inggris, Kurikulum 2013*

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## INTRODUCTION

The insight about “younger-better” in teaching English for young learners (TEYL) is still favorite cite for many people. The most popular theory about Critical Period Hypotheses (CPH) reveals that L2 acquisition better achieved in critical period. The thought of CPH is supported by Hytlenstam (2001), Long (2005), Dekeyser (2005), Sung, (2013). In addition, Piaget (in Cameron, 2001) asserts that through adapting, assimilation, and accommodation might give much influence to the child’s language. It means that children may enhance their language learning development on their own understanding from the surrounding environment. The innate theory by Chomsky elucidates that human was born with set of rules about language in human brains. Thus, children are equipped with an innate template for language which helps children to accomplish the task of constructing the grammar (Chomsky, 2009).

Meanwhile, according to Vygotsky ( in Brown, 2015) the child is an active learner in the world with full of people, this active learner gives important role in the child’s language learning. The phase where the children can do on their own with support from their peer and adults around the children is called as Zone Proximal Development. However, some experts refute the claim ‘younger-better’ such as Bialystok (2001), Birdsong (2005), and Moyer (2004). Researchers reveal that adult learner may enhance better achievement due to better intellectual development. According to Brown (2015) earlier stages in learning English is not the only one factor, earlier learning must be followed with the implementation of long learning, massive, and implicit. The age factor is not the main reason of successful L2 learning, if the length of exposure to the language concurrent with misleading language (Nunan, 2011) (Damayanti, 2008).

In accordance with TEYLs, the currently decentralization of education in Indonesia has been implemented. The decentralization effects public interest in English for young learners. However, the 2013 curriculum states that English is neither compulsory nor local content object, the decision shows inconsistency of Indonesia ministry of education whether English is important or not (Habibi, 2015). The Decree No. 62/2014 (2013 curriculum) is stipulated to respond the strengthening

of foreign language to the decreasing of nationalism, indigenous religious, indigenous language, and implying the potential for language loss (Alwasilah and Hadi Santosa in Zein, 2017). In the line to 2013 curriculum, English defines as the optional extracurricular (Hakim, 2017). English as optional extracurricular is in contrast to the urgency on teaching three languages as the minister of education's statement (Kementrian, 2015), and the length of exposure, massive, implicitly in learning English (Nunan, 2011). Succinctly emerges the fact that the highly needs of English in Indonesia are not complemented with the proper language teaching regulation.

To respond the highly English needs among young learners, some Elementary Schools (ESs) conduct English, however some elementary schools do not conduct English for some reasons. According to Zein (2017) there are only 62.883 English teachers supporting 177.985 elementary schools (that teach English). The recent study yield the optimal implementation cannot be achieved, due to the shortage of proficient English teachers and nothingness of policy decree (Zein, 2017). A study by (Suyanto, K.K.E & Sulisty, G.H., 2001) reported that about 80% of EYL teachers did not have English education background, meanwhile Suyanto and Sulisty in (Husein, 2014) found that only 46% of EYL teachers have English education background at Elementary school in Malang and Malang district. The research relates to English teachers in Elementary Schools found there are two types of EYLs' teachers, namely specialist teacher and generalist teacher (Zein, 2017). However, the teacher takes role as the main teaching determiner through giving strong foundation for the next level education (Richards, 2001). The absence of strong foundation that could have been provided at elementary level was considered the main cause of far from satisfactory high school students. English education should provide stronger preparation for children prior to entering secondary school (Sadtono, 2007).

The implementation of English in Indonesia for elementary students is contradictive with recommended literature which states that a need analysis plays important role in designing a course. Graves's model of curriculum design (in I.S.P. Nation, John Macalister, 2010) establishes the assessing needs – formulating the goals and objectives – developing materials- designing an assessment plan- organizing the course as part of course design.

Through the above explanation, the researcher found there is a part between the highly needs on EYLs and the implementation of EYLs in the line with 2013 curriculum which need to be studied. It encourages the researcher to study the strategy to accommodate the English needs into the 2013 curriculum, and to see the strategy, method, and technique to achieve the goal of teaching young English language learners at MIN 1 Malang.

In accordance with the issue on English in the 2013 Curriculum, it is necessary for the researcher to do a research in order to answer two research questions as below : (1) What are the strategies used by the management of MIN 1 Malang in order to accommodate the English needs in the 2013 Curriculum? (2) What are the teacher's and instructor's strategies to achieve the goal of English teaching and learning at MIN 1 Malang?. The significance of this research is to inform elementary school at managerial level about the strategy to accommodate the student's English needs. The result of this research gives valuable information to take the best policy regarding the implementation of English for elementary school.

## **REVIEW RELATED LITERATURE**

Conducting English in Indonesia's elementary schools should in the line with the needs and burden of curriculum. Thus, the implementation should base on the important principles of teaching English to young learners which stated by some researchers. The following literature is used as reference and theoretical basis of the research.

### **Theoretical Issues on English for Young Learners**

The children develop their thinking depends on ages and stages of experience. Jean Piaget classified the children into four stages base on their cognitive development. Firstly, sensorimotor stage (zero until up to two years), secondly, pre operational (pre conceptual 2 – 4 years, and intuitive 4 – 7 years), thirdly, concrete operations (7- 11/ 12 years), in this stage logical reasoning can only be applied to some things that real and can be seen by the children. Fourthly, formal operation (11/ 12 years and upwards)

the stage where the abstraction has increased. Individual person can think logically about potential events and also the abstract ideas (Piaget in Cameron, 2001).

Leo Vygotsky (in Harmer, 2015) refutes Piaget's theory. According to Vygotsky the development of children's language is based on the place of social interaction. The phase where the children may achieve their best achievement is influenced by instructional scaffolding. The phase is called as Zone Proximal Development. Nevertheless the obtaining on five aspects as stated by Brown (2015) in teaching to young learners should be applied. Those five aspects are intellectual development, attention span, sensory input, affected factor, and authentic language.

Most of all, the aspect of teacher becomes a central determiner in encouraging students to accomplish their goals at the beginning level (Richards, 2001). Young learners highly depend on the teacher as the model of language, therefore teacher-centered or teacher fronted-classroom is still appropriate (Musthafa, 2010; Brown, 2015; Solekhah, 2015). But the fact appears on the shortage of specialist teacher (teacher who has English education background). There are 177.985 elementary schools (95% are teaching English) that only supported by 62.883 specialist teachers (Kementrian in Zein, 2017) advices that the gap is filled by generalist teachers (teacher who graduates from elementary education). According to Tinsley and Comfort ( in Ebru *et al.*, 2013) an early start to EFL can only be beneficial through some key points: sufficient time allocation, qualified and 'sufficient number of well-trained teachers', age appropriate pedagogy, and 'a suitable curriculum context'.

### **Strategies for Teaching and Learning**

The term of 'strategy' is derived from Roman : '*strategia*' means the art of using planning to achieve the goal. The learning strategy means all learning material components and procedures that will be used in order to help the students achieve the certain learning goals (Sri Anitah, 2008).

There are two types of learning strategies which can be applied during teaching and learning (Burdon, 1999). The first type is deductive and inductive strategy. Deductive strategy is began from the known principles to un-known principles, while



inductive strategy is began from the un-known principles to known principles. The teacher should defines whether she/he will employ teacher-centered through lecturing, recitation, asking, and practice or the teacher prefer to employ student-centered through inquiring and discovery. The second type of learning strategies is direct expository and complete learning. The direct expository strategy poses teacher-centered through conveying directly the structured information and monitoring students understanding then giving the feedback. Complete learning strategy constitute a student-centered strategy which giving the students opportunity to individually learning till the learners complete the lesson compatible with the each of learning rhyme.

Advantages and disadvantages of deductive and inductive strategy are found to be considered by all the teachers during teaching and learning. The advantages of deductive are lessons is straight to the point, many rules can be more explicitly and quickly explained, allow more time for practice and application, time-saving. While the disadvantages of deductive such as too formal setting emerge the belief that learning a language is a learning a rule of grammar, passive and emerge boredom, one-way communication. However inductive approach also have advantages and disadvantages. The advantages of inductive strategy are meaningful, memorable and lesson – students discover themselves, stimulate students cognitive, active and interesting lesson, students are actively involved in the lesson – attentive and motivated, and two ways communication. Whereas the disadvantages of inductive strategy are : consume longer time, may emerge frustration, students may reach false conclusions on grammar rules, and it challenge the teachers in planning a lesson (Male, 2016; Motha, 2013).

Meanwhile, Richards and John Talbot in (Thamarana, 2015), (O'Malley.M, 1990) defines three learning strategies: 'cognitive strategies' to analyze and compare between L1 and L2 regarded what already known. It focuses on the way to develop listening, speaking, reading, and writing skills. 'A metacognitive strategy 'is about the mental process and awareness. 'Resource management strategies' focuses on the management of setting a regular time and place for language learning. Beside that, the other strategies are defined by Herrel *et al.* (2012) : strategies to encourage active

involvement, strategies for language development, strategies for literacy development, strategies for content instruction, and technology strategies for English learners. Each of strategy has limitation, an effective use of learning strategies may improve an active involvement of learners.

Teaching strategy consists of method and technique (procedure) which will ensure upon obtaining the goal of teaching and learning. While a method is more procedural, the technique is more implemented. A technique can be seen during the process of learning activities. Technique is the way used by teachers to direct the activities in order to achieve the goal stated by Gerlach (1980) in Sri Anitah (2008).

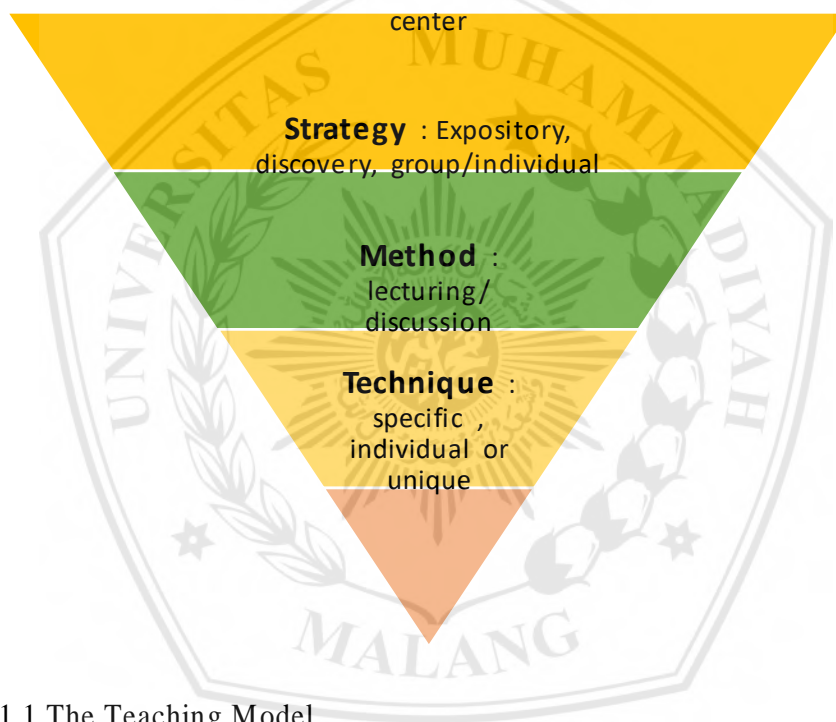


Figure 1.1 The Teaching Model

The above figure depicts the relation among the approach, strategy, method and technique of teaching model. Approach and strategy are conceptual, while method and technique are more empirical.

### **The Needs Analysis in the Curriculum Design**

The curriculum design process included needs, principles, environment which defined to achieve the goal (I.S.P. Nation, John Macalister, 2010). The needs refer to necessities, lacks, and wants. 'Necessities' relates to the purpose of the students learns

the language. Obtaining life skill education and information literacy are two important needs that must be added as the focus of curriculum (Darminah , Titi Chandra, 2008 ). ‘Lacks’ focuses in what area the students were not practice in their previous learning, ‘wants’ focus on what students wish to learn. Learners have their own perception regarding what they think is benefit for them. Environment analysis is similar to constraint analysis; it is the basic level which important to ensure whether the course will be running well. It concerns with how qualified the teacher convey the teaching course. The very low qualification of the teachers will affect the quality of teaching and learning. The third parts is ‘principles’, it is based on a pedagogical perspective focusing on curriculum design and teacher training. The curriculum design by Nation is shown in the following figure:

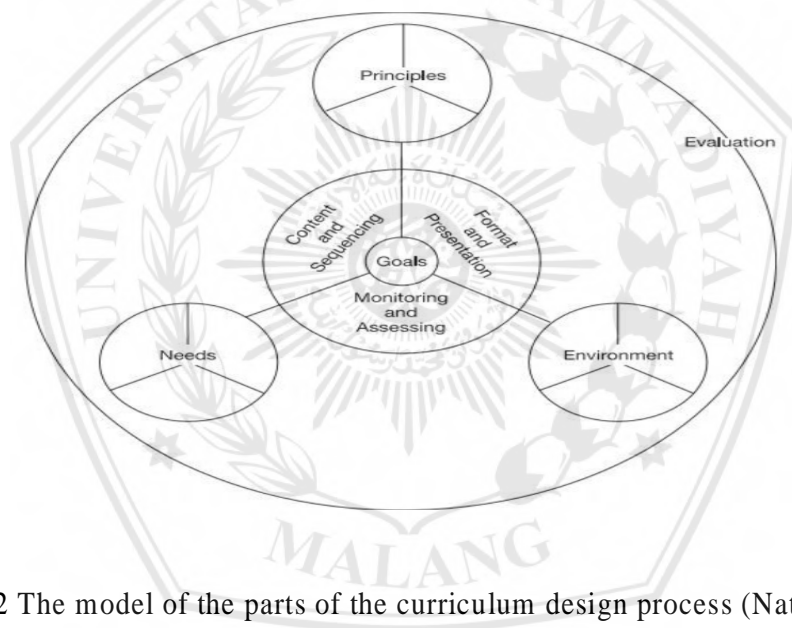


Figure 1.2 The model of the parts of the curriculum design process (Nation)

The figure 1.2 shows the three-part shape that occurs in each of the outer circles. Environment analysis involves considering the factors of the situation in which the course will be used and determining how the course should take account of them. The factors which included to environment analysis are place, teacher, and nature of learners.

According to Hutchinson and Waters (1987) (in Nation and Macalister, 2010) who clearly defines the division of learners’ needs into necessities ( what the learner must know ), lacks ( what the learner doesn’t know ), and wants ( what the learners

think about what they need). In order to get the sufficient information on necessities some varieties of means can be followed: by testing, by questioning and interviewing, by recalling previous achievement, by consulting teachers', parents, and others involved, by investigating the situation where the students will need the language. The goals in the center of circle must be defined in order to decide why a course is being taught and what the students need to get from the course.

### **The English Needs from Young Learners Perspective**

Refer to British Council collaboration with Aston University (Garton, 2011) there are 144 countries from different continent learn English in elementary. While other children from other countries are taught English properly in the elementary school under policy decree, the children in Indonesia will be left behind if they do not learn as early as other children (Supriyanti, 2018). Beside, learning English is useful to prepare children linguistically, psychologically and culturally for language learning (Brewster, 2004). The fact that learning hours increases compare to old learning, English emerge as naturally subject to be learnt. English is one of the knowledge and skills required by the school leavers which will make them ready to other challenge for their future. English also useful to equip young learners to have great access to information through plenty of most interactive media from internet (Supriyanti, 2012). In addition Pinter (2006) formulated six reasons why young learners need to learn English. Those six reasons are : develop children's basic communication abilities in English, encourage enjoyment and motivation, promote learning about other cultures, develop children's cognitive skills, develop children linguistic awareness, encourage learning to learn.

In accordance with English needs among young learners, the study by Aslihan *et al.*, ( 2015) states the reasons of why Turkish young learners studying English. The study involved 20 Turkish students within age 11 to 12 which employed interview method. However, since the students are still young, the interview is attained by their parents. The following chart in figure 1.3 is shown clearly the percentage of English needs from the students perspective.

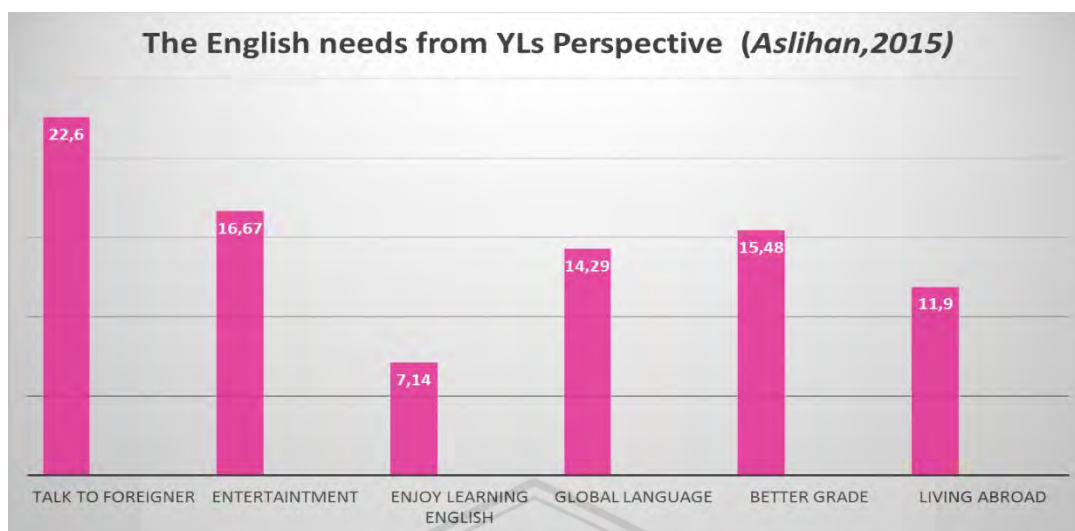


Figure 1.3 The English needs from YLs' Perspective ( Aslihan,2015)

Base on the figure 1.3, The reasons in learning English are: talking to foreigners (22,6%), entertainment (16,67%), having better grades at school (15,48%), English being a global language (14,29%), having a better job / earning more money (11,9%), living or working abroad (11,90%), enjoying learning English (7,19%).. The English needs included to intrinsically motivated such as talk to foreigner, for entertainment, and enjoying learning English are equal to 46,43%. Meanwhile, the extrinsic motivation is shown by 53,57% students. The extrinsic motivation such as the insight about English as global language, the expectation of better grade on English subject, and the ideas on English is an essential language for living abroad or working abroad. Since the position of English in Turkey and Indonesia has similar characteristic where English is a foreign language, the result of the study can be generated.

A study by Kaltsum and Ratnasari (2015) regarding the implementation of English learning model in Surakarta involves 4 elementary schools and eight students. Emerge two types employed either KTSP curriculum or 2013 curriculum, which still conveying English as local content or extra curriculum. The study found that students enjoy the learning process even though still found lack motivation of some students. The problem appears such as the length of teaching and learning is very limited so the teacher could not elucidate the subject properly.

Maili (2018) studies on implementation English for elementary in the curriculum 2013. The study involves English teachers and headmasters of ten elementary schools in Jakarta, it resulted that English should be taught rather than extracurricular base on three reasons: YLs learn English easily, digital era uses English in the operational system so acquiring English will make YLs easier to accept the technology, and it is useful as the firm foundation to learn English in secondary.

A previous study by Solekhah (2015) focuses on implementation English as extracurricular in Timuran Kota Yogyakarta Elementary State School find that the school successfully implemented English extracurricular though it is not type of thematic integrative learning. The obstacle occurred during teaching and learning is the teachers' limitation on doing process assessment, appears the difference between syllabus and learning material, and the difficulty on class and time management.

## **RESEARCH METHOD**

Base on the research problems, the researcher used qualitative research. It involves human as primary instrument to gather and analyze the data (Ary, 2010). While according to Denzin (2000) qualitative research means an activity that places the researcher in the real world context. The design of qualitative study is focused on defining of selecting a sample, collecting and analyzing data, and writing the data. A basic interpretive qualitative study was employed in this research to understand the fact of world or the experience of another (Merriam, 2009). Through basic interpretive studies the data were collected in several techniques such as interviews, observations, focus group discussion, the experience, and activities of a particular process received by participants and document analysis. The characteristic of interpretive qualitative study describes the way people make sense of what their experience, inductive format of analysis and the result is purely descriptive (Merriam, 2009).

### **Participants**

The participant of this research was Islamic State Elementary School 1 Malang (MIN 1 Malang). MIN 1 Malang was selected due to the fact that the great achievement



in some English competitions. There are some achievements that successfully achieved by the students, those are : the first winner on English Olympiad , bronze medal on National Science Olympiad 2018 in Padang ( which the questions is delivered in English ) ( Malang, KONTAK, 2018) , the 1st winner in English speech contest in the 6th Aksioma MI in Malang (CO/102-106) , etc.

### **Data Collection**

Data collection and data analysis of this research were done through the iterative approach which means the data from each step will be done before the data collection of the next. First stage is conducting interview with the representative of management MIN 1 Malang which followed with the interview to English teacher ( I and II). The interview to English teacher was conducted two times in order to meet the saturation. After conducting interview, the researcher did the class observation, extracurricular observation, and Focus Group Discussion (FGD). A class observation and extracurricular observation were employed to gain the data on strategy used by the teacher and instructor in order to achieve the goal. The usage of the term teacher refers to some one who teaches English lesson in the classroom and within learning hours while the term instructor means someone who maintain the extracurricular activity which conduct out of learning hour. Meanwhile , the FGD was conducted to gain the parents' perspective regarding implementation of English to elementary students. The participants of FGD were parents of MIN 1 Malang's students. There were four FGD participants who attended the discussion. Each parent who participated on the discussion have sufficient education background , those are : two parents have mastery degree, one parent has bachelor degree, one parent is diploma. The sufficient of education background was useful to discover deeply the parent's insight on English implementation for young learners in MIN 1 Malang. Some intruments were used to gain the correct and wide data, those are : video camera, handphone, and field note.

### **Data Analysis**

The data analysis was inductive using open coding – axial coding – selective coding (Merriam, 2009). To analyze the open-ended question, a content analysis was

implemented. There were three stages to analyze the data, they are: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

There were two things that researcher should be obtained to gain the trustworthiness, those are credibility and confirmability. The researcher established that the research study's findings were credible and confirmable through some stages. Firstly, the credibility was obtained through participant's feedback, peer review, and data triangulations. Secondly, confirmability was obtained through audit trail, which highlights every step of data analysis that was made in order to meet a rationale for the decisions made. Through the technique of audit trail the details of every process during data collection, data analysis, and interpretation of the data were gained.

## **FINDINGS AND DISCUSSION**

The researcher uses several quotations from the notes which are field note of observation and interview transcript. The notes have a code to make the reader are able and easier to read the collected data. From the data collected through some instruments, the researcher found some strategies obtained by the management of MIN1 Malang in order to respond the English needs among the students: (1) Involving parent's to support the English program, (2) Preparing the environment (teachers-learners-situation), (3) Integrating into intracurricular, (4) Developing into extra-curricular

### **Involving parents to support the English Program**

As decided by the Government that 2013 curriculum defines English as extracurricular subject for elementary school (Decree no 62/2014), it resulted the subject may be conducted or not depend on school's decision. Therefore, the management of MIN 1 Malang gathers the information towards the objective needs through data collection. The subjective needs are discovered through a discussion on a meeting between school and parents who are members of the parents' association. The meeting is proposed to gather the idea, analyzed the needs, and identifying the

things needed regarding English program in the 2013 Curriculum. From the meeting, the management of MIN 1 Malang establishes the English subject, as shown in below transcription :

*“.... as the foundation to the higher level in junior high school, it also useful to support those students who want to continue study abroad following their parents. So we decided to maintain English in our subjects ( IM -2/ L. 4-8 )*

The transcription IM-2/L.4-8 is gained from the interview to Vice Principal of MIN1 Malang, which appears the objective needs of English among young learners from parents' perspective such as giving strong foundation to higher education and preparing students to go abroad for either studying and following parents. There are four main roles of parents' committee: those are (1) as advisory agency through giving consideration towards defining and implementation the policy of school , (2) as supporting agency through supporting on financial, thought, human sources regarding the conducting , (3) as controlling agency through monitoring in order to gain the transparency, accountability of organization process, (4) as mediator among government, society, with MIN 1 Malang.

The second data is gained from the Focus Group Discussion which involved some parents of MIN 1 Malang's students who have sufficient education background, those are Elv (S2), Ik (S1), Is ( S2), Rin (D3). Thus, the discussion towards English needs among young learners emerges the fact regarding the implementation English in MIN 1 Malang.

*“..... an elementary student should know how to speak English well, why ? .. because in MIN 1 Malang they already learn it since first grade... means... **six years they have been exposed** with English..... “ (DIS5/L.53-58) **Parent 4***

According to parent 4 , a student who graduates from MIN1 Malang should able to speak in English due to the fact that they already learn English for six years, means that they have sufficient expose on English. *“It doesn't matter if English is implemented in MIN 1 Malang, because in millennial era English is needed in the future”. (DIS5/L.16-18) **Parent 2***

According to parent 2, the English implementation at MIN 1 Malang is in the line with the needs of English in the millennial era . Refer to FGD result, appears the fact that parents want their children able speaking in English after studying in MIN 1

Malang. Above quotation depicts support from the parents towards the English implementation. These fact is in the line with the result of parent's discussion which conducted on year 2011 by MIN 1 Malang's management. On the discussion appears the idea to maintain English for elementary students.

### **Preparing the Environment**

Environment analysis is also called "situation analysis" (Richards, 2001) or "constraints analysis". A constraint can be positive as that the teachers are all very highly trained and are able and willing to make their own class activities. There are three part that included on environment analysis, those are: (1) teachers, (2) learners, and (3) situation.

**(1) Teachers :** The teacher as the central of teaching and learning in the classroom plays important role in the program. In the part of teachers constraint, the management requires the trained teacher and teacher whose confidence in their use of English. Yet , The management urges all the teachers to improve their knowledge through upgrading their education level as below:

*"... selection such as letter of application comes from accredited university , grade index, and experiences. In interview session we also test their capability on reciting the Qur'an. The most important is for those teacher that we recruit has to obtain 4 competences," (IM 10/ L.25-30)*

Above excerpt is gained from the interview with ZA as the representative of management. It depicts the strictly requirement regarding teacher's quality. In addition, the following table shows the numbers and the teacher's status , as it shows the correlation between interview result and the table of numbers and teacher's status as below.

Table. 1.1 Numbers and Teachers' Status of MIN 1 Malang 2019 -2020

No	Education Background	PNS	GTT	Total
1	Magister	41	4	45 (42,85%)
2	Sarjana S1 / Bachelor	31	25	56 ( 53,33%)
3	D3 / Baccalaureate			
4	SMA/ Junior High School		4	4 (3,8%)
5	TOTAL	72	33	105

As seen from the document “Data-Gukar 2019-2020” of MIN 1 Malang, it shows that management gives attention to the teacher’s quality through upgrading the teacher’s education background. To manage the school professionally, transparently and excellent service oriented, the school needs teachers who qualified in their field. Therefore, in order to improve the continuously of human resource competences, the management of MIN Malang conducts educational program, training, workshop, seminar either in school or out of school, routine coaching, teachers group community, supervise, and offset training results. It is proposed to make the educators and staffs are effectively monitored base on their competence, so it reflects the right person on the right place (Malang, Profile MIN1 Kota Malang, 2013)

**(2) Learners** are party that becomes the center of teaching. The management of MIN 1 Malang conducts English which adjusted for age, ability, and whether they need English for a special purpose. The management selects 252 students base on the passing grade of a mapping process. Only selected students who may join with MIN 1 Malang. There are more than 1.400 candidates to fill nine classes which need to be selected (Malang, Penerimaan Peserta didik baru, 2019). The selective process of admission gives beneficial during teaching and learning, as proved below:

*“... I don’t find any difficulties in teaching English. I think it is because a good selection during enrollment, the students who were selected are good students who have better intelligence, it makes me easier in teaching a certain material “ . (IT2/L.110-113)*

Refer to above excerpt of second teacher's interview on 29<sup>th</sup> March 2019, emerge the fact that good selection during admission process effected to a success on achievement. The teacher stated that teaching the students who have good intelligence gives influence to the best achievement.

**(3) Situation:** in the rapidly development of MIN 1 Malang, it can not be separated from the role of three stakeholders: government, educators – staff, and parents (school's committee). Regarding the implementation of 2013 curriculum, which states that English for Elementary students is extracurricular subject, management of MIN 1 Malang involves parent's association and school's committee to define the sustainability of English , as stated below :

*“Related to the implementation of English as extracurricular for elementary students, in 2011 we invited about 1667 parents to share their idea. In that opportunity, appears some ideas to strengthen the English skill among the students .....” (IM2/ L. 1-3)*

From the above quotation which taken from interview to management representation, it shows that the implementation English in MIN1 Malang base on the needs. The role of schools' committee is very important as advisory agency and supporting agency. In addition , the role of parents' association such as: parents involvement through teaching collaboration and parent field trip through planning- implementing the teaching and learning process at out of school area. (Malang, Profile MIN1 Kota Malang, 2013).

The situation among parents on FGD appears the same thought regarding English subject in MIN 1 Malang. According to Parent 1 *“.....at least my child is successfully achieve the passing grade.. that is the most important.. more than anything.. “. ( Dis5/ L33-35)* . From the quotation of parent 1 , the target of learning English is to achieve the maximum score established by the teacher. It is similar to idea as mentioned by parent 2, as stated below :

*“My target is very minimum .... at least they can speak English once they graduate from elementary school. .. at least my children can achieve the minimum standard score of English subject. It means that they can do the exam given by their teacher .. ((laughing))” (DIS5/L.37-40) Parent 2*



According to parent 2, if the students successfully achieve the minimum score, it means they easily face the exam. The achievement on score should be proved in the English speaking ability. The same idea also stated by parent 3, as the following statement “....the target of school has achieved as the minimum standard score is 80 ... but the target of the parents haven’t been achieved yet (DIS5/L.43 -46) . According to Parent 3, her children is successfully achieved the minimum score, but the children does not show the improvement on speaking ability. Meanwhile, the parent 4 stated that “.. Junior High School is developing and improving English period, no more introduction to English. As long as language is a habit there will be no difficulties.. “ ( DIS5/L.60-63). According to parent 4, learning English at Elementary should be effective in giving foundation to the higher level of education. Parent 4 added if the conducting English as habitual will be useful to achieve the purpose of teaching and learning English.

From the above excerpts, researcher found that all parents : parent 1, parent 2, parent 3, and parent 4 who involve on FGD in 13<sup>th</sup> April 2019 were agree with school’s decision on implementing English for elementary students at MIN 1 Malang.

### **Integrating English into Intracurricular**

One of some criteria upon defining a particular curriculum is the curriculum material, it is selected due to in the line with the needs and students’ interest, and society needs. The terms of English as intracurricular means that the subject is conducted as learning activity which is proposed to obtain the competence. It is done through considering the right-obligation-efficiency-affectivity the implementation of learning, it is conducted in the learning hours, as stated below :

*“.....so we decided to maintain English in our subjects but it is handled by private teacher, it will be added with optional extracurricular which handled by third party every Friday and Saturday.” (IM-2/ L.7-11)*

The researcher found from the interview result on 13<sup>th</sup> March 2019 that English in MIN 1 Malang is established as intracurricular instead of extracurricular ( in 2013 Curriculum). The implementation of English at Min 1 Malang is supported by parent 3. According to parent 3, English should not be established as compulsory subject

(such as Math, Science, and Indonesia Language), because English become a learning burden for students, it stated as below :

*“English as local content... is the best decision. I don’t agree if it is defined as compulsory subject, because a primary student need to strengthen their nationalism, and also English is just a learning burden for kids “. (DIS5/L.10-15)*

The decision of MIN 1 Malang establishes English as local content (intracurricular ) is supported by parents which obtained from FGD. The following picture states that English for the students is defined as intracurricular. The management sets different learning hours between students from low grade and students from higher grade. The setting of curriculum is shown in the following figure:

No	BIDANG STUDI	Jumlah Jam Pelajaran Per Minggu					
		KLS I	KLS II	KLS III	KLS IV	KLS V	KLS VI
1	Quran Hadits	2	2	2	2	2	2
2	Akidah Akhlak	2	2	2	2	2	2
3	Fikih	2	2	2	2	2	2
4	S.K.I.	-	-	2	2	2	2
5	Bhs. Arab	2	2	2	2	2	2
6	PKn	5	5	6	5	5	5
7	Bhs. Indonesia	8	8	10	7	7	7
8	Matematika	5	6	6	6	6	6
9	IPA	-	-	-	3	3	3
10	IPS	-	-	-	3	3	3
11	SBK	2	2	2	3	3	3
12	Penjasorkes	4	4	4	4	4	4
13	Bhs. Jawa	2	2	2	2	2	2
14	Komputer (TIK)	1	1	1	1	1	1
15	Bhs. Inggris	1	1	1	2	2	2

Figure 1.4

The Curriculum Structure of MIN1 Malang (Malang, Profile MIN1 Kota Malang, 2013)

The figure 1.4 shows that English in MIN 1 Malang is established as intracurricular instead of extracurricular. English is treated as important as the others subject. The learning hours between low grade ( 1-2-3 ) and higher grade (4-5-6) is distinguished. The learning hours are set refers to the cognitive level.

### Developing English into Extracurricular

MIN 1 Malang conducts English as extracurricular every Friday and Saturday in order to support the student’s English needs among the students. This programs is followed by 167 students who have interest to develop their English. Some instructors

maintained and managed the activities. Every single technique of extracurricular activities is managed by two instructors.

From the observation, the researcher found that the program of English extracurricular aroused enthusiasm among the students. The third party conducted some interesting games in a program called English Fun Weekend, such as 'Let's make It', 'Hand Your Best Answer In!', 'Crossing The Line', 'We Describe it, You take It'. In the end of the games, the instructor held a simple ceremony to give award to those groups which show well performance along the games (EO/1, EO/2, EO/3, EO/4, EO/5).

English extracurricular is designed matching with the characteristic of the students. As their level is elementary level, the instructors adjust the activities base on their cognitive level, their English competence, and their children's characteristic. The using of switch-code ( Indonesia and English ) is useful to make the students understand, enjoyable activities that children can accomplish without frustration , involving collaboration, familiar content to the students, using English for classroom management, and the giving of reward and feedback are shown from the field note above. Almost all activities conducted use Total Physical Response (TPR) method, as stated below:

*“At this time I will explain our game , listen carefully. It is called as “We Describe it , You take it “ , firstly four students who stand in front of the line have to listen the description of the snack carefully, the tutor will tell you the characteristic of the snack then you must remember it ... then if the tutor countdown three , two , one .. then you must run and pick the snack refer to the characteristic mentioned, We will give you fifteen seconds to find it from the stacks of snacks in front of us , the students who pick correctly the snack base on the characteristic stated, then you can own it . “*

*“But do not eat okay , because at the end of this game I will count it , saya akan menghitung kelompok mana yang berhasil mengumpulkan snack yang betul dan terbanyak refer to the characteristic mentioned , the group who got the most point will be the winner”. (EO 2 / L.34-54).*

From the above statements, the researcher found that the instructor employed switch code in order to help the instruction is understood by the students. The other prove regarding the English teaching activity is adjusted with children's characteristic. The fun activity is named as Crossing the Line , it was conducted through deviding the

group became two, each of group was set in the different way, then the students who stood in the first line must lead the group base on instruction following the colouring rope which placed on the floor. The leader who successfully brought their team to always in the line will be the winner. The activity is shown in the following picture :



Figure : 1.5 The “ Crossing The Line “ / MIN1 Malang outdoor English learning

The figure 1.5 depicts the situation of fun games which conducted on 30<sup>th</sup> of March 2019 at second floor of MIN 1 Malang. It involved 20 students who interest to develop their English skill through joining extracurricular program. The activity named “Crossing the line” is aimed to develop cooperative learning, stimulates student’s listening skill, and student’s speaking skill. It is adjusted with the students’ age and students’ characteristic in order to improve English skill along with interesting activities.

The other English activity which successfully arouse the enthusiastic is shown in the figure 1.6. The activity was conducted on 30<sup>th</sup> of March 2019 in the field of MIN 1 Malang in the program of English Fun Weekend. The program was maintained by two instructors which purposes to integrate the English skill with Math and Science in the one creative and fun activity. The activity successfully urged students to think, move, and run .

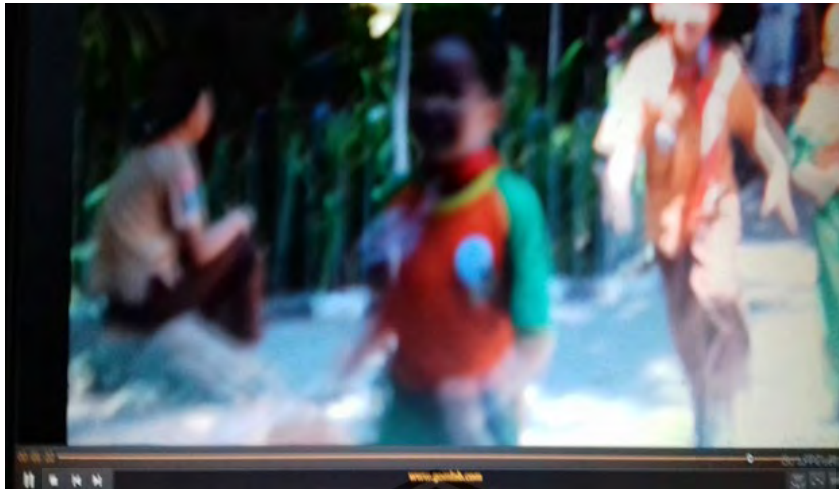


Figure 1.6 “Hand your best answer in ! Quiz” – outdoor English learning

The figure 1.6 is one of fun activity in English as extracurricular, it is named “Hand your best answer in ! Quiz”. Moreover, it integrates cognitive learning ( the quiz is about Math, Science, and English which the questions is delivered in English ) physical movement, collaboration, encourage the development of listening skill , build lessons around linked activities. The activity is named Hand Your Best Answer in ! Quiz.

### **The Teacher’s and Instructor’s strategy to achieve the Goal of Teaching and Learning English in MIN 1 Malang**

(1) **Strategy:** During the observation and interview, the researcher found that the teacher employed inductive strategy. It combines direct discussion and discovering. As shown from the observation result below:

*T: “Students now we will learn Grammar , what is the part of sentences? “*

*S: “ Subject, verb, and object “*

*T: “ Okey lihat ini ( Teacher wrote on the board) ... Alvin is a fifth grade student ... ini juga kalimat... what is “kalimat “in English ?*

*(CO/L70-75)*

From the above observation on 29<sup>th</sup> March 2019- 5C , the teacher displayed one example of the sentence then the students were asked to elaborate the sentence.

*T: “What is this ? .. it is Subject .. kalau ini namanya ...? ( she pointed IS )  
“ apa itu IS “*

*S: some students answered ... “ Verb”*

*T: No .... IS .. is not Verb ...but .. adalaah to be ... a fifth garde student .. ini  
adalah obyek ..ya nak ya ...*

*T: Jadi dalam bahasa inggris kalau kita mau membuat kalimat harus ada  
subyek, to be atau verb ,dan obyek .. contoh .. (CO/L82-90)*

The above excerpt depicts inductive strategy used, as shown from the excerpt that the teacher asks the students about part of sentence. Lastly, the teacher provided the example on board. It means that the students were asked to stress their cognitive in the line with student center approach.

(2) **The method :** The teacher used the methood which is a combination of lecturing-discussion, it emerged from the observation.

*T: “ Yang mana subject ?” kalian tahu kan subject itu apa ? .. subject itu  
adalah orang yang ... mela..... ? S:” Ku kan ... !”*

*T : “ Ada berapa subject dalam bahasa inggris ? S: “ I . you , they we , he  
she , it “*

*T: “ Yang mana verb ?” ( CO / L 96-101 )*

Refer to above excerpt, it shows that the teacher encourages her students to engage on an active involvement in learning process. Meanwhile, the teacher utilized a lecturing when explained Grammar.

(3) **The technique :** the technique utilized by the teacher were vary such as : (1) Build teaching around activities and physical movement, (2) Using activities that involve collaboration, (3) Using enjoyable activities that children can accomplish without frustration, (4) Giving reward and feedback, (5) Switch code with mother tounge, (6) Using English for classroom management , (7) Choose content children are familiar with.

*T: “ Sekarang kalian buat 5 kalimat simple present , discussing with your  
group - you may open dictionary”. “Boleh dibuka kamusnya” – each group  
make five sentences. Each member of group have to make their own sentence  
but you can discuss with your group”. ( CO/ L108-112)*



The above excerpt shows that the class collaboration was involved during activities, beside the occurs of switch code. While, the using of mother tongue often emerges and occurs along the English teaching and learning. The switch code was used especially when explain the meaning of words and expressions and to help explaining activities.

The using of reward was strengthened through interview with the teacher as shown in the following excerpt. The teacher is asked towards the way employed by the teacher to fostering the achievement of learning's goal, as stated below

*“Of course I give the learners with more exercises and oral test in order to reach the goal. To motivate them I will give reward for 5th grade, they will be given a free on doing exercise if they got excellent score on prior task. And I also give reward to 2nd grade, they will be given a sticker reward paste on a separated paper, in other time they will be given candy or snack if they have well performance.” (IT2/L58-68)*

## DISCUSSION

The strategy to accommodate the English needs is in the line with the literature of needs analysis (I.S.P. Nation, John Macalister, 2010) towards the development of curriculum. Base on the finding above, it can be stated that MIN 1 Malang apply needs analysis through a discussing involves 1.667 parents. The role of parents in any school's program are very essential to support school's programs. Parents' association in schools' committee is effective in giving advisory agency, supporting agency, controlling agency, and mediator among government – society - and MIN 1 Malang (Malang, Profile MIN1 Kota Malang, 2013). The decision taken by MIN1 Malang base on situation analysis (Richards, 2001), or environment analysis (I.S.P. Nation, John Macalister, 2010).

Through environment analysis some factors are used such as class characteristic, faculty characteristic, educational setting (Brown, 2015). The faculty characteristics focuses on the qualifications of teachers-training, experience, the working conditions (hours of teaching). In the fact, two hours learning and teaching is insufficient to practice speaking. According to Tinsley and Comfort (in Ebru *et al.*,

2013) an early start to EFL can only be beneficial through some key points: sufficient time allocation, qualified and 'sufficient number of well-trained teachers', age appropriate pedagogy, and 'a suitable curriculum context'. The one of twenty principles in teaching and learning language is spaced retrieval where the learners should have increasingly spaced, repeated opportunities to reconstruct.

Furthermore, the English implementation for students who classified as low grade ( 1st, 2nd, 3rd ) are assigned to learn English for one hour per week. Meanwhile, the students who classified as high grade ( 4th, 5th, 6th) are assigned to learn for two hours per week ( refers to curriculum structure in figure 1.4 ). The amount of learning hour is in the line with the twenty principles of language teaching ( Nation , Macalister , 2010). Besides essential to strengthen indigineous language , it is in the line with children's learning burden. The course help learners make the most effective use of previous knowledge.

Base on the document analysis, it resulted that the teacher focuses the rating factor on speaking ability and writing (Appendix 6). The indicator of speaking skill is the student's ability in speaking on English, and the indicator of writing skill is the student's ability in copy writing. The technique of rating through individually test on written and oral test. Listening frequently implies speaking; speaking virtually always implies a listener; writing and reading are share interconnections (Brown, 2015). It can be stated that the teacher and instructor integrates the four skills in teaching and learning. While the evaluation more focuses on speaking and writing.

In addition, English as extracurricular which conducted every Friday and Saturday appropriately with student's concrete period. According to the theory of cognitive development by Piaget ( in Cameron, 2001) elementary students from age 7 – 12 years are classified to concrete operation period. The concrete period is the third stage in Piaget's theory of cognitive development which characterized by the development of logical thought. The process of thinking still tends to be concrete, student in this period become much more logical and sophisticated. The activity named "Let's make it", and " We Describe it, You take It", " Hand Your Best Answer in ! Quiz ", and "Crossing the Line" were conducted through combining English learning,

creativity, and motoric activities . Each of activity is done not more than fifteen minutes, it is effective to avoid the boredom among the students. According to Brown (2015) teaching language to young learners should consider the children's attention span. The nature of situation effects to the raising of interest, fun, enjoy, and enthusiastic among the students.

The educational setting is conducted through giving the sufficient support to develop the English subject among the students. In addition, giving rewards effectively motivate students to achieve the goal. According to Brown (2015) human beings are universally driven to act, or "behave" in anticipation of a reward. The most powerful rewards are those that are intrinsically motivated: The behavior stems from needs, wants, or desires within oneself and self-rewarding.

## **CONCLUSION**

From the data collected, the researcher concludes that the students' needs on the English is responded to some strategies, those are: (1) Involving parent's to support the English program, (2) Preparing the environment (teachers-learners-situation), (3) Integrating into intracurricular, (4) Developing into extra-curricular. Through involving parents, the management of MIN 1 Malang successfully identifies the English needs such as: giving strong foundation to the higher level education, to equip students with proper English skill before they continue studying to abroad country in order to follow their parents. Through FGD, parents expect that their children able speaking and writing beside achieve the minimum score standard without adding a learning burden to the children's cognitive. However the strengthen of indigenous language and native language is still essential in order to maintain the nationalism among young learner who learn foreign language.

The English implementation at MIN 1 Malang is adjusted with the student's characteristic. Since the age of the students are classified as concrete operation period , the management, the teacher, and the instructor have the same principles towards the implementation not to give another learning burden. Furthermore, the parent's

perspective towards English as the global language in millennial era result in to sufficient support to the school's program.

In addition, the strategy used by the teacher and instructor to achieve the goal of English teaching and learning is based on the characteristic of the students. The teacher prefers to employ student center in a discussion about Grammar, meanwhile the using of switch-code is often uses in order to make the students understand. The extracurricular instructor creates some fun activities which effectively arouse the enthusiasm among the students. The various activities are useful to stimulate student's five senses and develop implicitly on natural acquisition process. The students are motivated to run, cooperate, doing creativity base on their age, stimulate their listening skill through instruction, and self-motivated to get the award. However the implementation of English as intracurricular in the classroom still low regarding the providing of authenticity of material. The authenticity material is useful in order to equip the student's understanding on learning the English subject.

## **SUGGESTION**

The suggestion that researcher may give is directed to management, teacher, and the next researcher. The implementation of English as intracurricular and extracurricular should be used to achieve the goal of teaching and learning. A well atmosphere should be provided in order to improve the language skill. As a foreign language in Indonesia, the opportunity of every student to develop their skill is very limited. It is due to the fact that classroom and school are the only available space for the students to learn English, while out of school area is the place where English is rarely to be practiced.

Some suggestions to MIN 1 Malang's management, such as the urgency in establishing an 'English Day'. It should be held in MIN 1 Malang in order to provide sufficient environment to the students and obtaining time of exposure. As parents expectation through FGD which stated that students should gain the best achievement in speaking ability. English at elementary should be effective in giving strong foundation to the higher level of education. Furthermore, the suggestion is about the teacher as central determiner of teaching and learning. It is necessary for the institution

to provide some professional teacher workshops or trainings in order to give them broader knowledge and capacity in teaching English to young learners. The training should enrich the teacher on how to teach children base on TEYL principles. For example the teaching of Grammar should refer (1) intellectual development where the teacher should avoid abstract term. The teacher should understand on (2) attention span of young learners so the activities need to be designed to capture their immediate interest. Songs, games sports, arts and crafts, talking about themselves, sense of humor will also effective into the curiosity. The teachers should know (3) sensory input on how to stimulate five senses: the smell of flowers, the touch of plants and fruits, the taste of foods, photos- videos-music are important elements in children's language teaching. (4) Affective factors is about the capability of the teachers on how to overcome children's fragile nuance as potential barriers to learning. For example elicit as much oral participation as possible from students, especially the quieter ones, to give them opportunities to try out newly introduced language. (5) Authentic, meaningful language urges the teachers to develop the authentic material such as story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language , so context-reduce language in abstract, isolated, unconnected sentences will be much readily tolerated.

In addition, the suggestion for English teacher which need to be taken into account to fulfill the students' learning needs. Firstly, regarding the content and sequencing it is suggested for English teacher to give material which teachable. Secondly, the teaching of language items should take account of the most favorable sequencing, it should take account of when the learners are most ready to learn them. Thirdly, the spaced retrieval is about how the learners have spaced, repeated opportunities to retrieve and give attention to wanted items in variety of contexts, so the writer suggests to add the learning time through defining an English Day, where every student must practice English on that day. Fourthly, regarding the format and presentation, the writer suggests that the teacher should focuses on motivation as much as possible. The learners should be interested and very excited about learning the language and they should come to value this learning. Fifthly, the teacher should focuses on time on task where the learners as much time as possible should be spent

using and focusing on the second language. The principle comes from some support about the correlation between length of time spent living in a country where the foreign language is spoken and proficiency in the language.

The last is suggestion to the next researcher : this study also provides the suggestions for further researchers who wants to conduct similar study regarding English needs for elementary students in the teachers or managerial staff perceptions. The further researcher is suggested to explore the implementation of English for elementary students regarding the advantage and disadvantages English subject for elementary.



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## Appendix 1

Class Observation ( Guided by NI )

First Observation – Code CO

Classroom ; 5C - MIN 1 Malang

Date Friday – 29<sup>th</sup> March 2019 , Time : 07.00 – 08.30

Time	Observation	Line
07.00	I entered the classroom which consisted with students about 30	1
	students who ready on their chairs. The students sat on the chair	2
	in group consists of five and six, which mix between male and	3
	female. The classroom was decorated with pictures and	4
	handycraft made by the students.	5
	Greeting between the teacher and students (reciprocal	6
	greetings) ,	7
	<i>T : “Siapa yang gak masuk hari ini ?”</i> (asked the teacher ..)	8
	<i>S: ( students answered ).. “ Nadia “ ..</i>	9
	<i>T : “Kenapa Nadia tidak masuk ?”</i>	10
	<i>S : ..( many students answered in the same time ) ..” Tidak tahu</i>	11
	<i>miss”</i>	12
	( some answered in English) “ I don’t know miss” ..	13
	<i>T: “ Oke keluarkan buku bahasa inggrisnya,... ( <b>English for</b></i>	14
	<i><b>Kids 2004 and ACTIVE worksheet</b>) oke we will continue our</i>	15
	<i>lesson ... what page ? .... our previous meeting..?”</i>	16
	<i>S: ( some students answered with soft voice ) .”. forty five ... “</i>	17

The teacher wrote on the white board about the topic of today's lesson, while writing she asked the students.	18
T: " In the previous meeting we learn about ? ... public places ..".." <i>apa itu public places ?</i> ”..	19
S: ( almost all the students answered) .. “ <i>Tempat umum</i> “..	20
T: “ Who can mention what kind of public places?” ..What kind?”	21
“ <i>Tempat umum apa?</i> “..”Who will give the example ?”	22
S: “ Mall, ...market,... florist ... garden ..”	23
T: “ Mall, market, florist, garden ... we can see in page forty two. ..What is market ?”	24
S: “ Pasar “ ( almost all students answered )	25
T: “ What is plaza ?”	26
S: “ Mall “	27
T: “ Okey now, we will discuss about activities on weekend.” ( The teacher wrote on the board) “ <i>Apa sih maksudnya?</i> ” ..	28
“ <i>Activities on weekend</i> “..” <i>What the example ?</i> ”.. “ <i>Apa yang biasa dilakukan pada saat akhir pekan?</i> ”	29
S: “ Sleeping, fishing, painting, going to mall, swimming, rowing, <i>melamun</i> “ ..	30
T: “ <i>Apa itu melamun?</i> ”... “dreaming”.. “ There are a lot of activities can do on the weekend”..” Ok , now all of you open page 48”.	31
	32
	33
	34
	35
	36
	37
	38
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	40

	“ Please discuss with your group related the tittle , and then	41
	present it the result, you can present in bahasa Indonesia	42
	tentang kegiatan di akhir pekan .”	43
	The teacher helped to translate the text through asking and	44
	answer strategy. Then teacher asked any volunteer to present	45
	the result , the students allowed to present in Indonesia.	46
	The teacher read the passage on page 48 , while reading the text	47
	she stopped the reading to translate and asked the students	48
	regarding the difficult word. The conversation was delivered in	49
	two languages, English and Indonesia. After explained the text,	50
	then the teacher read the text sentence by sentence followed by	51
	the students.	52
	After finished reading the text, the teacher asked one of the	53
	students to read the text the rest students paid attention.	54
	The teacher stopped after the student named Aurel read one	55
	paragraph, the teacher asked another student named Evan	56
	continued reading the rest of the text .	57
	Both students showed precisely and correctly pronunciation.	58
	T : “ Please open page 47, then practice with your friend,	59
	answer the question base on book , I will read the question .	60
	You must circle the correct answer ” ..	61
	While teacher read the questions , the students listened carefully	62
	before they choosing the best answer. Once finished the activity	63

	, the teacher asked them to exchange with their friends'	64
	worksheet. To check which one wrong and which one correct.	65
	Teacher asked , then students answered.	66
	When they finished the reading activity followed with	67
	answered the question base on the text, teacher continued to the	68
	other material.	69
	T: "Students now we will learn Grammar .. , what is the part of	70
	sentences? "	71
	S: " Subject, verb, and object "	72
	T: " Okey lihat ini ( Teacher wrote on the board) ... Alvin is a	73
	fifth grade student ... <i>ini juga kalimat</i> ... what is <i>kalimat</i> in	74
	English ?	75
	Students were quiet when teacher asked the English of <i>kalimat</i>	76
	.T: " Sen .....sen ..>> ... " ...	77
	S: : " Sentence .... ! "	78
	T: " <b>Sentence</b> ..." ini adalah sentence karena we have subject,	79
	Is	80
	She continued to explained about Simple Present tense .	81
	T: "What is this ? .. it is Subject .. kalau ini namanya ...? ( she	82
	pointed IS )	83
	T: " apa itu IS "	84
	S: some students answered ... " Verb"	85
		86

T: No .... IS .. is not Verb ...but .. adalah to be ... a fifth grade	87
student .. ini adalah obyek ..ya nak ya ...	88
T: Jadi dalam bahsa inggris kalau kita mau membuat kalimat	89
harus ada subyek, to be atau verb ,dan obyek .. contoh	90
T : ( wrote down on board : S + V s/es + O .. She .. <i>dia</i>	91
belajar studies English .. <i>dimana ? classroom</i> ) ... jadi kalau	92
<i>kenapa kok 'studies' nak ?</i>	93
<i>.. karena subyek nya adalah ... She ..kita belajar sedikit aja ya</i>	94
<i>, untuk persiapan kalian”.</i>	95
<i>“ Yang mana subject ?” kalian tahu kan subject itu apa ? ..</i>	96
<i>subject itu adalah orang yang ... mela..... ?</i>	97
S:” Ku kan ... !”	98
T : “ <i>Ada berapa subject dalam bahasa inggris ?</i>	99
S: “ I . you , they we , he she , it “	100
“ Yang mana verb ?”	101
S: ( students answered the question related part of sentences)	102
T: “Is there any question ?” ( No one asking)	103
“ <i>Ada yang bertanya ?</i> ” ..... “now I ask you to make a	104
sentence”	106
A student stated her sentences – guided by the teacher.	107
T: “ <i>Sekarang kalian buat 5 kalimat simple present , discussing</i>	108
<i>with your group - you may open dictionary</i> ”. “ <i>Boleh dibuka</i>	109
<i>kamusnya</i> ” – each group make five sentences. Each member of	110

	group have to make their own sentence but you can discuss	111
	with your group.	112
	“The time was up , kita akan lanjutkan diskusi tentang materi	113
	ini minggu depan .”	114
	At the end of observation, the teacher accompany me went to	115
	Gallery Room which full of award and trophy from vary	116
	competition. It is not the only one place to keep the trophy,	117
	there are some trophys locate at the main gate on MIN 1	118
	Malang.	119
	The teacher showed the language laboratory which is used to	120
	develop listening skill. The uses of laboratory is refer to the	121
	schedule. According to English teacher, the principal sometime	122
	asked the teacher regarding the function of equipment to make	123
	sure whether it still function .	124
		126
		127
		128



## Appendix 2

Interviewee : English Teacher – NA  
S1 English Education with 7 years experience  
Code : Te

Interviewer : Ida

Place : MIN 1 Malang ( Front Office )

date of Interview : 19 Maret 2019 – 08.45- 9.15

Main topic : Teaching and learning process of 5th grade

### First Interview to English Teacher ( IT/I )

S	Utterance	line
Ida	What is the TEYLs competence that needs to be achieved?	1
Te	<i>Listening, speaking, reading , and writing</i>	2
	<i>competences and we give more portion on Speaking .</i>	3
	<i>Why we must give more portion on speaking? Because</i>	4
	<i>speaking is used easily in every situation instead of</i>	5
	<i>reading and writing . The competence achieved will be</i>	6
	<i>measured through Scoring rubric :</i>	7
	<i>The fluency will be graded and scored : A – B – C</i>	8
	<i>Beside that is to prepare some students in order to</i>	9
	<i>face some competitions.</i>	10
Ida	How is the student's response regarding the implementation of TEYLs?	11
		12

Te	<i>I see my students are very interested on English – and many of them can speak English. Oftenly they ask me to always speak in English, but I know that some of them do not understand , so I speak two languages during teaching English in order to accomodate the needs.</i>	13 14 15 16 17
Ida	What is the necessities of your learners which need to be developed?	18 19
Te	<i>Because they want to learn English for their future, some of them take English courses out of school hours such as to EF, British Institute as an additional sources. So I prefer to develop four competences , specifically on speaking.</i>	20 21 22 23 24
Ida	What is the lacks of your learners which need to be solved?	25
Te	<i>Some of them are lacks motivation , therefore I prefer to give motivation such as telling them that English is important for communication for example , nowadays many of my students favor to Korea Pop Star, then I asked them how can they get close with their idol if someday they meet their idol while they can not speak English ? What communication that they may build with their favorit K-pop Stars ? There are about 2 students each class which need a special treatment.</i>	26 27 28 29 30 31 32 33 34

	<i>A special treatment is an additional exercise by giving</i>	35
	<i>some orally questions , in separate time (at the end of</i>	36
	<i>class).</i>	37
Ida	What is the ‘wants’ of your learners which need to be	38
	accomodated?	39
Te	<i>mmmm..... actually all competences are essential but</i>	40
	<i>my students more focus on how to gain the fluency on</i>	41
	<i>speaking. I give speaking more portion through fill in</i>	42
	<i>the blank, games, continuing a song , making a</i>	43
	<i>summary of the film in a group and present the</i>	44
	<i>summary in front of the class.</i>	45
Ida	Do your learners enjoy the English teaching and learning	46
	process in your class? Yes / No , please explain.	47
Te	<i>Yes they do. It can be seen from their entusiastic.</i>	48
	<i>Specially if I use the media , such as I turn on the video</i>	49
	<i>from internet and ask them to discuss the content with</i>	50
	<i>their friends.</i>	51
	<i>I always try as much as I can to make them enjoy with</i>	52
	<i>me , if they enjoy with me .. I am sure that they will</i>	53
	<i>enjoy my teaching and learning. I do believe on that</i>	54
	<i>thought. (( smiling))</i>	55
Ida	How do you foster your learners to achieve the goal?	56
Te		57

	<i>Of course I give the learners with more exercises and</i>	58
	<i>oral test in order to reach the goal. To motivate them</i>	59
	<i>I will give reward for 5th grade , they will be given a</i>	60
	<i>free on doing exercise if they got excellent score on</i>	61
	<i>prior task. And I also give reward to 2nd grade,</i>	62
	<i>they will be given a sticker reward paste on a</i>	63
	<i>separated paper , in other time they will be given</i>	64
	<i>candy or snack if they have well performance . So I</i>	65
	<i>treat second grade and fifth grade in different way. It</i>	66
	<i>is not only to foster them achieve the goal but also</i>	67
	<i>motivate them to maintain their performance.</i>	68
Ida	How do you evaluate your students' achievement?	69
Te	<i>In the end of teaching and learning , I usually ask the</i>	70
	<i>students whether they enjoy or not, understand or not</i>	71
	<i>. I give them chance to ask certain problem that maybe</i>	72
	<i>appears during teaching and learning.</i>	73
	<i>One or two students should tell it, if they don't</i>	74
	<i>understand ,</i>	75
	<i>the topic will be discussed in the next meeting</i>	76
Ida	What topic that arouse the curiosity of your students?	77
Te	<i>I think tourism check / tourist information center, it is</i>	78
	<i>kind of role play which define some students become tourist</i>	79
	<i>and some of them become staff of tourist information center. I</i>	80

	<i>devide class become six groups , so there are three sessions</i>	81
	<i>that can be conducted. All the students will have chance to</i>	82
	<i>talk. It is very important in order to develop their English</i>	83
	<i>competence.</i>	84
Ida	What is the obstacle occurred during TEYLs?	85
Te	<i>Lack focus , especially when I turn on video through</i>	86
	<i>PPT, some of them look busy and talk to each other. I</i>	87
	<i>know that they just discuss about the content , but it is</i>	88
	<i>very annoying . Actually I give them time to discuss in</i>	89
	<i>the end of the session.. But .. (( smiling )) .. that is a</i>	90
	<i>kid characteristic ..</i>	91
Ida	Do you think that the goal of TEYLs already achieved the	92
	target? Yes / No please explain.	93
Te	<i>Yes , according to the score in some test and base on</i>	94
	<i>their practice specifically on speaking competence.</i>	95
	<i>The learning hours is 2 hours, each hour is 35</i>	96
	<i>minutes for grade 4,5, and 6 .</i>	97
	<i>The learning hours is 1 hour, each hour is 35 minutes</i>	98
	<i>for grade 1,2, and 3</i>	99
	<i>And I employ students center but sometimes employ</i>	100
	<i>teacher center depend on the topic. For difficult material that</i>	101
	<i>need to be explained deeply of course need more explanation</i>	102
	<i>from me , so I try to be flexible on this case.</i>	103

		104
		105
	<b>Second Interview to English Teacher ( IT/2)</b>	106
	<b>Place : Classroom of 5C</b>	107
	<b>Date : 29<sup>th</sup> March 2019 .08.00 WIB</b>	108
Ida	Is there any difficulties in teaching them English ?	109
Te	<i>No... I don't find any difficulties in teaching English. I think it</i>	110
Ida	<i>is because a good selection while enrollment, the students who</i>	111
Te	<i>were selected are good students who have better intellegence,</i>	112
	<i>it makes me easier in teaching a certain material .</i>	113
	So far , is there any particular training for English teacher?	114
	<i>It is general training, such as making RPP related Curriculum</i>	115
	<i>13, and training about teaching and learning media.</i>	116
Ida	Is there any activity that you create to enrich your students	117
Te	understanding regarding English lesson?	118
	<i>I usually provide a movie that we can watch together then ask</i>	119
	<i>the students to summary the film. Beside that , Min1 Malang</i>	120
	<i>conduct study tour , field trip such as we went to Parliament</i>	121
	<i>house , Sea world every semester we held field trip.</i>	122
	<i>To improve their confidence , We conduct program “student</i>	123
	<i>interview” , it is an interview which done by students in group</i>	124
	<i>to interview all school staff. The interview must be conducted in</i>	125
		126

	<i>English , and the interviewee such as security, canteen staff,</i>	127
	<i>teacher, and headmaster.</i>	128
	Please tell me about your background education	129
Ida	<i>Well, I was graduated from English Education Faculty</i>	130
Te	<i>University of Islam Malang, before I worked here , I have two</i>	131
	<i>years experiences in another Islamic Elementary school</i>	132

